

# The Evolving Legal Writing Classroom

## SCHEDULE AT A GLANCE:

Registration and Breakfast	9:00
Welcome	9:30
Teaching and Technology	9:40
Teaching to Different Learners	10:40
More than the Memo	11:40
Lunch	12:30
Expanding LW Curriculum (2 sessions)	1:30
Hot Topic: Blended Classrooms	3:30
Wrap-up	4:20

## Welcome to the LWI One Day Workshop at ASU!

The Sandra Day O'Connor College of Law is excited to host the LWI One-Day Workshop on *The Evolving Legal Writing Classroom*. We have a great line up of presenters who will be discussing a variety of ways that the teaching of legal writing is changing—from technology, to the time and place where legal writing instruction is delivered, to expanding curriculum, and beyond.

The conference will start with Registration and Breakfast in the Faculty Center on the second floor of the law school.

Then, Associate Dean of Academic Affairs Judy Stinson will welcome all the conference participants. The



presentations will follow. Each session will run for 50 minutes with a 10 minute break between sessions. A light breakfast and lunch will be provided by the law school, so please contact the school's conference site coordinator, Kim

Holst, at [kimberly.holst@asu.edu](mailto:kimberly.holst@asu.edu) with any dietary restrictions. We look forward to seeing you in sunny Tempe this December!

## Teaching and Technology

*Interactive Classrooms: Responseware and Beyond*, Suzanne Dohrer (Phoenix School of Law) and Kimberly Holst (ASU)

There are many ways to incorporate different types of technology into your legal writing

classroom to add an interactive component to classroom discussion. This session will address different types of responseware (include ways your students can use them on their laptops or mobile devices) and provide an example of

how to use them in your class. Additionally, the presenters will demonstrate alternatives to Power Point, online learning platforms, and polling/scheduling resources.

*“Equipping students to take part in Social Media...can be valuable...in finding a job and finding clients.”*

## Teaching and Technology cont.

*How to Integrate Social Media into the LRW Classroom*, Hilary Reed (Pepperdine) and Ann Ching (Pepperdine)

Social Media is taking on an ever-increasing role in the evolving legal market. Equipping students to take part in Social Media for

both marketing and networking can be valuable to them in finding a job and finding clients. Poorly executed Social Media writing, however, can have the opposite effect and lead to ethical pitfalls. In this presentation, we will

address the various ways that Social Media writing can be incorporated into the Legal Writing classroom. We will share practitioner experiences, lesson plans, and exercises that address Social Media writing.

## Teaching to Different Learners

*Teaching to Different Learners*, Corie Rosen Felder (U. of Colorado)

Each student brings a different set of skills and

experience to the classroom. This presentation will discuss strategies for teaching to students with different

learning styles.

*The “Worked Example” Approach to Teaching Legal Writing*, Andrew Carter (ASU)

This presentation will review the literature tracking the so-called “worked example effect” -- the positive learning outcomes

associated with a step-by-step instruction of how to complete a task performed by an expert. Most familiar, perhaps, is the use of “worked examples” in science & math courses where instructors walk students step-by-step through the process of

solving a particular problem. At the workshop, I will discuss the benefits (and challenges) of using “worked examples” in the first semester legal writing classroom.

## LRW: It’s More Than the Memo

*The Stories Clients Tell in Mediation: Teaching Client-Centered Advocacy through Mediation Simulation*, Nantiya Ruan (U. of Denver)

An important part of client-centered advocacy is providing a forum for clients embroiled in legal disputes to tell their story

to an audience who cares to listen. Mediation, or dispute resolution facilitated by third-party neutrals, provides just such a forum for direct, active client storytelling. This presentation explores mediation as the stage for clients telling their story and provides concrete

ideas to bring mediation into both the first year curriculum (through simulation in required legal research and writing courses) and upper-level courses to emphasize client-centered lawyering and the power of client storytelling.

## Expanding the Legal Writing Curriculum

*Benefits of a Menu-option for a Capstone Legal Writing Course*, M. Lisa Bradley (Gonzaga)

With the focus on skills training in legal education, offering a variety of upper level writing courses designed on advanced writing skills seems a

*Creating an Upper-Level Writing Curriculum*, Tamara Herrera (ASU), Judy Stinson (ASU)

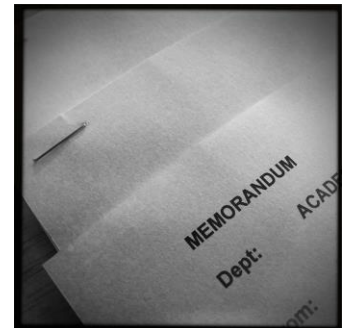
This session will explore various approaches to developing upper-level

logical choice. A single-focus upper writing course, which typically focuses on appellate advocacy, does not fit all students' needs or interests. Allowing students to choose from a menu of courses that focus on various types of

writing courses. We will discuss adding courses that deepen students' knowledge and experience with existing skills and documents (depth) as well as courses that add new skills/documents to students' repertoire

advanced writing, such as transactional, opinions, or legislative, sharpens skills needed for specific practice areas. It may also distinguish their resume from others in the employment search.

(breadth). Finally, the session will address the potential difficulties in creating uniform outcome measures for upper-level writing courses (as compared to first-year courses).



## Expanding the Legal Writing Curriculum (cont.)

*Integrating the Legal Writing and Doctrinal Classrooms*, Christine Ritland (Phoenix School of Law), Nancy Millar (Phoenix School of Law), Stacey Dowdell (Phoenix School of Law)

As curricular reform is storming law schools across America, many law schools are modifying

traditional course offerings, including their legal writing and research courses. This program will discuss one approach to integrating a traditional legal writing course with doctrinal content, specifically, Criminal Law. The presenters will address course development, creation of

assignments that meet legal writing and doctrinal objectives, and the overall benefits and challenges to such a course.

*“With the focus on skills training in legal education, offering a variety of...advanced writing [classes] seems like a logical choice.”*

## Hot Topic: Blended Classrooms

*Incorporating Professionalism & Ethics into a Hybrid Contract Drafting & Negotiating Class*, Sue Chesler (ASU)

Based on my experience creating a hybrid contract drafting and negotiating course, this presentation

will focus on: how and why you should consider developing a hybrid upper-level legal writing course; the potential benefits and drawbacks of a hybrid class; suggestions on how to blend the in-person and

online components; the importance of incorporating professionalism and ethics in upper-level writing courses; and lessons learned (so you can avoid the mistakes that I made!).

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## Hot Topic: Blended Classrooms (cont.)

*Collaborating with Clinics,*  
Jaime Dahlstedt (ASU)

This session will highlight the various opportunities for collaboration between in house law school clinics and legal research and writing classes. In light of the current economic decline and increasingly dire job market law school graduates find themselves in, it is

necessary for law professors to equip their students with both experiential learning and excellent legal writing abilities. Collaboration amongst clinics and legal research and writing classes would enhance students' education by combining the specialized expertise of faculty from each discipline and

ensuring that substantive feedback be given on real life cases, not just with regard to litigation skills but also the quality of writing produced. The session will be collaborative in nature and will conclude with a quick write-up for how we may best implement collaborations discussed during the session.



**Conference Website**  
<http://conferences.asucollgeoflaw.com/legalwriting2013/>

## Presenter Information

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